



Cherrydale Elementary

302 Perry Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	483 Students	
Principal	Scarlet H. Black	864-355-3300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

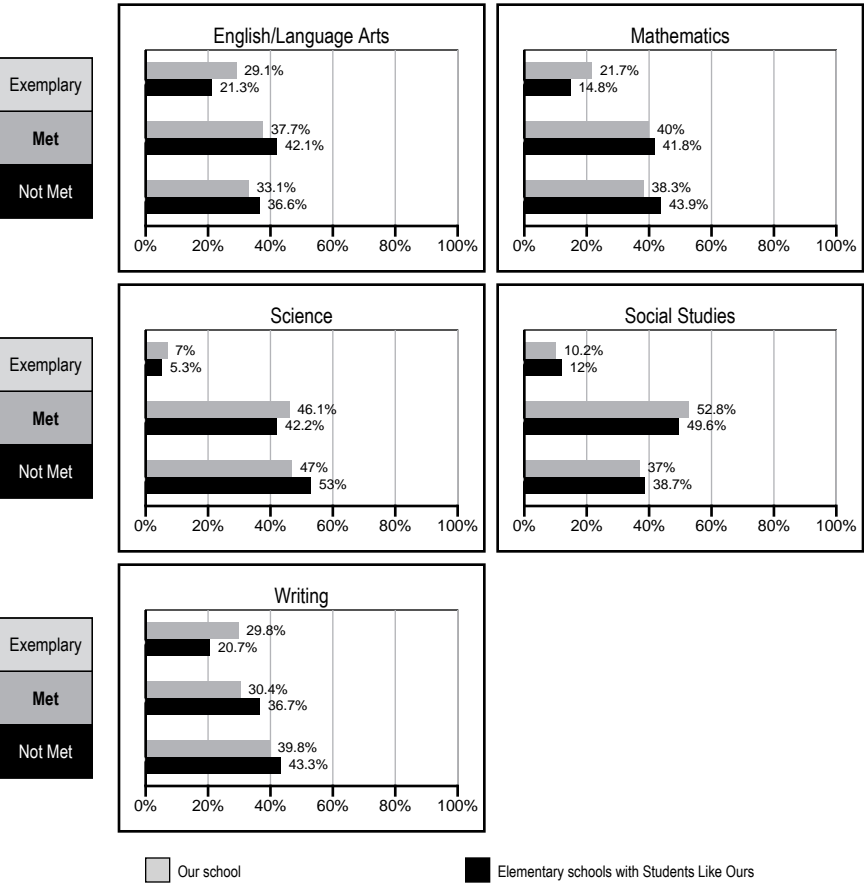
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	55	52	31

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=483)				
First graders who attended full-day kindergarten	96.2%	Up from 89.0%	100.0%	100.0%
Retention rate	0.9%	Up from 0.7%	2.5%	1.9%
Attendance rate	97.0%	Up from 96.6%	96.0%	96.3%
Eligible for gifted and talented	4.0%	Up from 3.5%	2.8%	10.0%
With disabilities other than speech	8.8%	Up from 7.8%	7.4%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	38.5%	Down from 38.6%	57.1%	59.4%
Continuing contract teachers	66.7%	Up from 56.8%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.5%	Up from 76.8%	81.5%	85.9%
Teacher attendance rate	97.5%	Up from 96.5%	95.2%	95.1%
Average teacher salary*	\$42,079	Up 7.6%	\$45,710	\$47,149
Professional development days/teacher	5.7 days	Down from 14.7 days	10.7 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	11.5 to 1	Down from 14.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	94.3%	Up from 92.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$8,899	Up 14.8%	\$8,673	\$7,458
Percent of expenditures for instruction**	71.5%	Up from 69.0%	68.4%	68.8%
Percent of expenditures for teacher salaries**	61.7%	Down from 64.7%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

This year Cherrydale Elementary implemented a single-gender initiative focused on improving student achievement and the school climate. Our faculty and staff participated in extensive training prior to the beginning of the 2008-09 school year. The school-wide initiative, with a highly-concentrated pilot in grades 4 and 5, have netted some very positive results. We have experienced a dramatic decrease in the number of classroom disciplinary referrals. We have also observed increased positive student-to-teacher interactions, increased student attendance, increased student assessment scores, increased grades, and an overall positive school climate. We are hopeful that these results will translate into improved student achievement scores as defined by the state's new accountability assessment entitled PASS (Palmetto Assessment of State Standards). Cherrydale is a data-driven school, and the faculty/staff are excited about the possibilities that our new initiative will bring to the entire school community. Cherrydale Elementary continues to adopt the district's comprehensive strategic plan for 2008-13, and will continue to move along with the district in "charting a steady course for excellence in education." We hope to have each student who walks through Cherrydale Elementary's door prepared with the skills and foundation needed for sustained academic success.

Scarlet H. Black, Principal
Jennifer Hill, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	71	44
Percent satisfied with learning environment	94.9%	87.3%	88.6%
Percent satisfied with social and physical environment	100.0%	90.1%	86.4%
Percent satisfied with school-home relations	84.6%	87.3%	90.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	212	100	33.1	37.7	29.1	80.6	84	82.8	Yes	Yes
Gender										
Male	108	100	37.4	37.4	25.3	76.9	80.8	79.3	N/A	N/A
Female	104	100	28.6	38.1	33.3	84.5	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	70	100	28.8	32.2	39	81.4	89.5	89.5	Yes	Yes
African American	93	100	34.3	42.9	22.9	78.6	72.7	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	45	100	38.1	40.5	21.4	81	74.8	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	37	100	68.8	28.1	3.1	43.8	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	37.8	37.8	24.4	82.2	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	203	100	33.3	38.1	28.6	80.4	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	212	100	38.3	40	21.7	69.1	80.9	78.9	Yes	Yes
Gender										
Male	108	100	40.7	37.4	22	64.8	79.6	77	N/A	N/A
Female	104	100	35.7	42.9	21.4	73.8	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	70	100	30.5	42.4	27.1	72.9	87	87.2	Yes	Yes
African American	93	100	44.3	40	15.7	67.1	66.3	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	45	100	42.9	33.3	23.8	64.3	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	37	100	78.1	18.8	3.1	25	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	40	35.6	24.4	66.7	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	203	100	39.3	39.9	20.8	68.5	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	137	100	47	46.1	7	53	71.3	67.5
Gender								
Male	68	100	41.4	51.7	6.9	58.6	70.8	67
Female	69	100	52.6	40.4	7	47.4	71.8	68
Racial/Ethnic Group								
White	40	100	37.1	48.6	14.3	62.9	79.5	79.5
African American	64	100	46.8	48.9	4.3	53.2	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	31	100	58.1	38.7	3.2	41.9	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	20.8	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	32	100	59.4	37.5	3.1	40.6	60.4	59.6
Socio-Economic Status								
Subsided meals	133	100	47.3	46.4	6.3	52.7	57.5	55.1

Social Studies

All Students	135	100	37	52.8	10.2	63	75.7	72.3
Gender								
Male	65	100	41.5	49.1	9.4	58.5	75.1	71.5
Female	70	100	32.7	56.4	10.9	67.3	76.3	73.2
Racial/Ethnic Group								
White	49	100	28.2	59	12.8	71.8	81.7	80.7
African American	56	100	40.5	50	9.5	59.5	61.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	26	100	52.2	43.5	4.3	47.8	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	26.7	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	28	100	46.2	50	3.8	53.8	69	67.9
Socio-Economic Status								
Subsided meals	129	100	37.9	51.5	10.7	62.1	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	208	100	39.8	30.4	29.8	60.2	72.9	70.2	97	96.5
Gender										
Male	105	100	48.4	25.8	25.8	51.6	66.4	63.2	96.9	96.4
Female	103	100	30.7	35.2	34.1	69.3	79.7	77.5	97.1	96.5
Racial/Ethnic Group										
White	67	100	36.7	31.7	31.7	63.3	80.5	79.1	96.2	96.3
African American	92	100	40.5	32.4	27	59.5	57.1	57.6	96.8	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.3	86.2	98.8	97.6
Hispanic	44	100	47.6	23.8	28.6	52.4	61.3	62.6	98.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	95.8	95.2
Disability Status										
Disabled	37	100	90.9	3	6.1	9.1	28.4	26.1	96.6	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	47	100	44.4	24.4	31.1	55.6	60.5	61.2	98.1	97.2
Socio-Economic Status										
Subsidized meals	197	100	39.8	31.6	28.7	60.2	58.8	58.9	97	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	78	100	30.3	31.8	37.9	69.7
	4	60	100	41.7	35.4	22.9	58.3
	5	74	100	29.5	45.9	24.6	70.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	78	100	40.9	36.4	22.7	59.1
	4	60	100	33.3	50	16.7	66.7
	5	74	100	39.3	36.1	24.6	60.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	37.8	51.4	10.8	62.2
	4	60	100	52.1	45.8	2.1	47.9
	5	36	100	50	40	10	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	37	100	34.5	44.8	20.7	65.5
	4	60	100	33.3	60.4	6.3	66.7
	5	38	100	45.2	48.4	6.5	54.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	75	100	44.8	17.9	37.3	55.2
	4	59	100	43.1	33.3	23.5	56.9
	5	74	100	31.7	41.3	27	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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